

**THE EFFECT OF USING METACOGNITIVE STRATEGY TO
IMPROVE STUDENT READING COMPREHENSION AT
THE SECOND YEAR STUDENTS OF MADRASAH
TSANAWIYAH NURUL FALAH SIBIRUANG
KOTO KAMPAR HULU DISTRICT OF
KAMPAR REGENCY**



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ABSTRAK

Nesti Yulidia (2012): Pengaruh dari Penggunaan Strategi Metakognitif untuk Meningkatkan Pemahaman Membaca Siswa pada Tahun Kedua Madrasah Tsanawiyah Nurul Falah Sibiruang Kecamatan Kampar Hulu Kabupaten Kampar

Berdasarkan studi pendahuluan penulis, di temukan bahwa sebahagian besar hasil reading pada siswa masih rendah. Masalah ini di sebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di Madrasah Tsanawiyah Nurul Falah Sibiruang Kabupaten Kampar Hulu Kecamatan Kampar. Subjek dari penelitian ini adalah pada siswa tahun kedua Madrasah Tsanawiyah Nurul Falah Sibiruang Kabupaten Kampar Hulu Kecamatan Kampar dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi metakognitif. Adapun jenis penelitian adalah quasi experiment design.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Dari keseluruhan jumlah populasi adalah 90 siswa. Di karenakan jumlah populasinya sangat banyak, peneliti yang hanya mengambil dua kelas sebagai sample; VIIIB yang terdiri dari 30 siswa sebagai kelompok experiment, dan VIIIA yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas experiment dan kelas kontrol dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Setelah data di analisis , peneliti menemukan pengaruh yang tidak signifikan dari penggunaan strategi metacognitive untuk meningkatkan kemampuan membaca siswa pada teks naratif tahun kedua Madrasah Tsanawiyah Nurul Falah Sibiruang Kabupaten Kampar Hulu Kabupaten Kampar, hal ini dapat di lihat dari penghitungan test- t. nilai ini lebih kecil di bandingkan nilai kritik dalam tabel T untuk taraf 1% dan 2.00 untuk taraf 5% ($df=60$) dengan demikian $2.00 > 1.365 < 2.65$. oleh karena itu, dapatlah disimpulkan bahwa H_a di tolak dan H_o di terima. So, it can be concluded that there is no signifacant different between students' reading comprehension taught by using metacognitive strategy and control clas taught by using convensional strategy at tha Second Madrasah Tsanawiyah Nurul Falah Sibiruang. In other words, there was no signifacant effect of using Metacognitive strategy to Improve Students Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

ABSTRACT

Nesti Yulidia (2012): The Effect of Using Metacognitive Strategy to Improve Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still less than enough. This problem was caused by some factors. For example, some of the students could not identify general information, and detailed information of the text, So the writer was interested in carrying out the research about this problem.

The research was administered at Madrasah Tsanawiyah Nurul Falah Sibirung Koto Kampar Hulu District of Kampar Regency. The subject of the research was the second year students of Madrasah Tsanawiyah Nurul Falah Sibirung Koto Kampar Hulu District of Kampar Regency, and the object of this research was the effect of using Metacognitive Strategy. The design of this research is quasi experimental design.

The population of this research was all of the second year students. The total number of population was 90 students. Because the number of population was small, the researcher by taking two classes as sample; VIIIB that consisted of 30 students as experimental group, and VIIIA that consisted of 30 students as control group, So the number of samples from two classes was 60 students. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS 16 version. The students' score was compared with T-table which considered with degree of freedom (df).

After analyzing the data, the researcher found there is no significant effect of using Metacognitive Strategy to improve Reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Falah Sibirung Koto Kampar Hulu District of Kampar Regency. It can be seen from the result of T-test calculating is 1.365. It is smaller than standard on the critic table of the T-test that is 2.65 in 1% or 2.00 in 5%, it can be read $2.00 > 1.365 < 2.65$. Regarding the result above, H_a is rejected and H_o is accepted. So, it can be concluded that there is no signifacant different between students' reading comprehension taught by using metacognitive strategy and control clas taught by using convensional strategy at tha Second Madrasah Tsanawiyah Nurul Falah Sibiruang. In other words, there was no signifacant effect of using Metacognitive strategy to Improve Students Reading Comprehension at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Reading is one of the four language skills (reading, speaking, listening, and writing) in teaching and learning process. Reading has priority to be learned by students in junior high school. From reading the students can get knowledge, information, and other linguistics skills, event enjoy. Besides that, the students also can improve their ability in understanding the reading text effectively and efficiently.

Reading ability is very important in our daily life and studies. As most people know, reading ability refers to the reading skills that a reader brings to the text. It is a basic skill for college students including foreign language learners. Reading ability generates learning power that helps students know themselves and others better as well. It is necessary to improve their reading abilities.¹

The students' need to improve reading, school based curriculum provides reading as one of the skills in English that must be taught and learned in junior high school. According to school English curriculum², in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era". In reading, they learn several genres such as descriptive, recount and narrative. In descriptive text, they should

¹ Lei Wang, *How to Improve Students' Reading Ability*. (US-China Education Review, 2006), P.47

² Departement Pendidikan Nasional. *MODEL Kurikulum Satuan Tingkat Pendidikan (KTSP) SMP dan MTs*. (Solo: PT. Tiga Serangkai, 2006), pp.13

able to understand as a short essay related to their environment, (Syllabus and Lesson plan SMP).³

In junior high school level, one of the most important elements to be acquired in teaching and learning English is reading. According to Kalayo Hasibuan⁴, on this level, learner are expected to be able to use English to survival purpose and to communicate for daily needs such as to read newspaper and manual, so that the students are persuaded to master all aspects English skill.

Reading is one of the important language skills that should be mastered by the students. According to Kalayo Hasibuan⁵, reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehend the reading text as well be also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose. It is does at Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

The important targets of this reasearch was the second year students of madrasah tsanawiyah nurul falah sibiruang able to understand the text, know how to get the meaning of the paragraph text, able to find the solutions when they get difficult to understanding the text, have much vocabulary to understand the reading text and students reading subject satisfied.

English curriculum of Madrasah Tsanawiyah Nurul Falah Sibiruang 2006 school based curriculum (KTSP) is a source to learn in the school. Reading text is

³ Sillabus dan RPP SMP, (BSNP,2007), pp.49 & 61

⁴ Kalayo hasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI PRESS, 2007), pp.2

⁵ *Ibid*, pp.114

taught by the teacher for one week with duration of time 40 minutes for each meeting about two meeting on one day in two days in a week in accordance with school based Curriculum. It means that they have to learn English 160 minutes in a week. Passing score (KKM) in Madrasah Tsanawiyah Nurul Falah Sibiruang has standard competency 6.0. It can be concluded that Madrasah Tsanawiyah Nurul Falah Sibiruang has done trusteeship from KTSP curriculum itself, the language for the students' to learn the reading text. Usually, the teacher has used some strategy in teaching reading. The students read the text either sylently or loudly, and then the student had to answer the questions, but this way still is not effective for the students to learn reading.

Based on the writer's preliminary study at Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District on April 6, 2011. The writer found some problems faced by the students in learning English especially in reading. Some of the students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District do not know how to read meaningfully. They do not learn the process of reading. In spite of this, some of them get low scores in reading comprehension exercises. The students do not interact with the passage they read, nor they build relationships between the term in the text to build up the meaning, and then to lead themself to improve reading comprehension. The result is that students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams. In such case, students lacked motivation to read, even if they read, they show negative attitudes.

According to the teacher⁶ said she was taught the reading based on the curriculum, syllabus and the lesson plan in the school such as the teacher beginning, processing and evaluating in learning but the yield still so far from the goals of the curriculum itself. The problems faced by the students as follows:

1. Some of the students not able to understand the reading text specially in descriptive text.
2. Some of the students not know how to get the meaning of the paragraph text.
3. Some of the students not able to find the solutions when they get difficult to understanding the text.
4. Some of the students not have much vocabulary to understand the reading text.
5. Some of students reading subject unsatisfied.

There are actually many strategies that can be used by the teacher in teaching reading, one of them is metacognitive strategy. The readers will be successfull for reading comprehension when they are able to clarify their purpose of reading, to monitor their understanding, and can check their understanding after reading the text. So, to make the students have its ability is using metacognitive strategy. According to C.R.Adler⁷ said metacognition can be defined as “thinking about thinking.” Good reader uses metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose

⁶ Interview Data from the Teacher of English of MTS Nurul Falah Sibiruang Kampar Hulu of Kampar Regency

⁷ C.R.Adler.2004. *Seven Strategies to Teach Students Text Comprehension*. (Retrieved From: <http://www.readingrockets.org/article/3479> 22 may 2011).

for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and “fixing” any comprehension problems they have. After reading, they check their understanding of what they read. So, the metacognitive strategy be able to used to make the students understand reading text.

Metacognitive strategies are a learning strategy, which belong to the same metacognitive knowledge and metacognitive category. In the second language and foreign language learning, metacognitive knowledge is about the students understanding of the language learning process. Metacognitive strategies are used in order to successfully learn a foreign language and the steps taken by management (regulatory measures, such as: develop a learning plan (planning, monitoring the learning process (monitoring and evaluation of learning outcomes) evaluating).⁸

Based on the phenomena, the writer is interested in carrying out a reseach entitled. **“THE EFFECT OF USING METACOGNITIVE STRATEGY TO IMPROVE READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF MADRASAH TSANAWIYAH NURUL FALAH SIBIRUANG KOTO KAMPAR HULU DISTRICT OF KAMPAR REGENCY”.**

⁸ *College Students Based on Metacognitive Strategies of Self-Learning Ability.* (retrieved from http://eng.hi138.com/?i303933_College-students-based-on-metacognitive-strategies-of-self-learning-ability, 2011)

B. Definition of The Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. Metacognitive

Metacognition is knowledge about own thinking: knowledge of your own thoughts and the factors that influence your thinking.

2. Strategy

According to Jack C. Richard⁹ Strategy is procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning strategies and communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language.

3. Metacognitive strategy

According to Jack C. Richard¹⁰ Metacognitive strategy is one of two general kinds of learning strategy (the other being cognitive strategies) which learners may use in learning. Metacognitive strategies involve thinking about the mental processes used in the learning process, monitoring learning while it is taking place. And evaluating learning

⁹ Ibid., h.355

¹⁰ Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third edition (New York: Person Education, 2002), pp.175

after it has occurred. For example, metacognitive strategies a learner may use when he or she is beginning to learn a new language include:

- a. Planning ways of remembering new words encountered in conversations with native speaker.
- b. Deciding which approaches to working out grammatical rules are more effectively.
- c. Evaluating his or her own progress and making decisions about what to concentrate on in the future.

Metacognitive strategy means in this research strategy used by researcher to know its effect to improve students' reading comprehension.

4. Effect

According to Jack C. Richards¹¹, Effect is a measure of the strength one variable's effect on another or the relationship between two or more variables.

In this research, effect is defined as the result of teaching reading treated metacognitive strategy.

5. Reading

Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Richard¹², reading perceives the written text in order to understand its content.

6. Comprehension

¹¹ Ibid.,h 175

¹² Jact C. Richards and Richard Schmidt.pp. 306

According to Jack C. Richard¹³, comprehension means an exercise given to the students to test how well they understand written or spoken language. In this case, comprehension deals with reading. In this study, reading comprehension is the capability of the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang in understanding or comprehending the reading text.

C. The Problem

1. The Identification of The Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why are some of the students not able to understand the reading text specially in descriptive text?
- b. Why do some of the students not know how to get the meaning of the paragraph text?
- c. Why are some of the students not able to find the solutions when they get difficult to understanding the text?
- d. Why do some of the students not have much vocabulary to understand the reading text?
- e. Why are some of students reading subject unsatisfied?

2. Limitation of The Problem

¹³ Jact C. Richards and richard schmidt, pp. 443

Based on the identification of the problems above, the problems of the research only focus on the effect of using metacognitive strategy to improve reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency. Then, the reading text that is used by the writer in this research is descriptive text.

3. The Formulation of the Problem

The problems of this research will be formulated in the following questions?

- a. How is students' improving in reading comprehension taught by konvensional strategy at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?
- b. How is students' reading comprehension taught by metacognitive strategy at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?
- c. Is there any significant effect of using metacognitive strategy to improve students reading comprehension in konvensional strategy at the Second Year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency?

D. The Objectives and Significance of The Research

1. The Objectives of the Research.

Generally, the objectives of this research are:

- a. To find out students' improve reading comprehension taught by metacognitive strategy at second year student of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
- b. To find out students' reading comprehension taught by konvensional strategy at second year student of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
- c. To find out whether there is a significant effect of using metacognitive strategy to improve students' reading comprehension at second year student of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. The research findings are to give information to the teacher, and the institutions about the effect of using metacognitive strategy to improve reading comprehension.
- b. The research findings are to give some contributions to the students in order to improve students' comprehension in reading text.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Concept of Metacognitive Strategy

The definition of metacognitive strategy can be defined in some explanation such as, According to Karen¹, good readers inherently use metacognitive strategies. They think about what they are reading, evaluate information, and analyze story elements by making connections from prior experiences that are similar to those happening in the text. In addition, Nunn² said more effective for students to improve their reading comprehension if they have a higher frequency of employing metacognitive strategy in their reading process. Effective comprehension of the text is that if the readers use metacognitive process.

According to Douglas J. Hacker³ said Metacognition can be broadly defined as cognition about one's own cognitive processes. Most definitions of metacognition have focused on two separate but related aspects: (1) knowledge/awareness of cognitive processes, and (2) control of cognitive processes. The first aspect can be further subdivided into the knowledge that people experience cognitions (theory of mind) and the awareness of one's own cognitive processes as they relate to tasks and to other people. The second aspect of metacognition can also be broken down into two components, the monitoring of cognitive processes (knowing when they are and are not

¹ Karen Hollowell. *How to Improve Reading Comprehension Using Metacognitive Strategies*, (Retrieved from http://www.ehow.com/how_6063763_improve-comprehension-using-metacognitive-strategies.html, 2010), p. 1

² Paul Robertson and Roger Nunn. *The Asian EFL Jurnal Quarterly June 2010 Volume, Issues 2*. (Published By Asean EFL Jurnal Press. Busan Korea, 2010), p. 34

³ Douglas J. Hacker. John Dunlosky, Arthur C Graeser, *Handbook of Metacognition in Education*. (New York.2009), P. 27

being used effectively) and the ability to regulate cognition to improve effectiveness (using strategies to repair comprehension failures, for example).

In reading comprehension text the students not only can translate in English to Indonesia but also the students can understand about what is the text talking about. One of the ways of how students have ability to understand text is that the students must have metacognitive ability, According to H.W. Catts⁴, Metacognitive abilities are essential for comprehending texts in order to read to learn. In addition, Susan⁵ said that Metacognitive studies have provided literacy educators with greater understanding of reading comprehension processes and compensatory strategies that successful readers employ to support text understanding.

And than, according to Rasinski⁶, Metacognitive strategy awareness and use are other competencies that have been shown to influence fluent reading. Although fluency has been shown to improve reading comprehension, being aware of the metacognitive strategies involved in reading, and gaining practice in using these strategies while reading, influences fluent reading.

Douglas⁷ says metacognitive strategy instruction have been found to increase students' knowledge of strategies and performance on experimenter-constructed tests, but they rarely result in gains beyond traditional instruction on

⁴H.W. Catts. A.G.2011. Kamhi Metacognitive Processing in Text Comprehension. <http://www.education.com/reference/article/metacognitive-process-text-comprehension/?page=3>

⁵ Susan E. Israel, at. Al. *Metacognition in Literacy Learning*. (Mahwah, New Jersey London.2005),p. 10 and 19-20

⁶ Rasinski Timothy.at al. *Fluency Instruction*. (The Guilford Press New York London. 2006), p.92

⁷ Douglas J. Hacker. John Dunlosky, Arthur C Graeser, pp. 38

standardized comprehension tests. In order to facilitate the introduction of metacognitive strategies to these young students, recent programs have sought to integrate the strategies into listening as well as reading comprehension activities. The goal of these programs is to expand the repertoire of strategies that children use to comprehend passages and to provide explicit instruction on when and how to use the strategies. This instruction appears to be effective in improving the comprehension of young students.

The purpose of Teaching Metacognitive Strategies is to provide students explicit teacher instruction for a specific metacognitive (learning) strategy.⁸

a. Procedures of Metacognitive Strategy

The standard procedures of metacognitive strategy according to Fogarty as follows⁹:

1. Planning

Develop a plan before reading

2. Monitoring

Monitor their understanding of text use “fix-up” strategies when meaning break down.

3. Evaluating

Evaluate their thinking after reading.

⁸ *Metacognitive strategies*. (retrieved from.

file:///C:/Documents%20and%20Settings/SUCCESS/My%20Documents/tms14-05-2011.htm), p.1

⁹ Fogarty. *Metacognition is a Three-Part Process*.

<http://www.benchmarkeducation.com/education-leader/reading/metacognitive-strategies.html#freat3>.

2. Concept of Three Phase Technique

a. Definition of Three Phase Technique

Three phase technique is a technique which consists of pre writing stage, writing stage, and revising.¹⁰ in this technique, the students are required to prepare themselves from pre writing stage to revising stage. Three phase technique can improve the students' ability in writing descriptive essay, every stage in this technique is very helpful for the students to write descriptive essay, the first stage of this technique (i.e. determining topic and making strategic questions) help the students to develop the introductory paragraph (identification) of descriptive essay; all activities in pre writing stage help the students to develop the body paragraph (description) of descriptive essay. Those activities are determining topic, finding the keywords related to the topic (brainstorming), making strategic questions, and making main mapping; and the last stage of this technique, i.e. revising, also help the students improve their ability in writing descriptive paragraph.

b. The procedure of three phase technique

The procedure of three phase technique can be seen as following steps:¹¹

1) Pre-Writing

- a) The teacher shows to the students about the example of descriptive text;

¹⁰ Kurniasih Esty, *The Implementation of Three Phase Technique toward Ability in Writing Descriptive Essay*. Vol. 4 no. 1 January-june 2010.

¹¹ <http://masharum.blogspot.com/2011/06/teaching-writing.html>. Retrieved on June 16th 2011

b) The teacher explains the elements in the descriptive above and generally.

c) The teacher will put a bear doll in front of the class.

2) Main-Writing

The students will write a descriptive text about the topic given by the teacher.

3) Post-Writing

The students who have finished writing can exchange their work with another students' and check the gremer mistake on it. The students submit their works to their teacher and the teacher will make a correction and tell it to the entire class.

c. The Nature of Reading Comprehension

Reading is the one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual. According to Cristina and Mary¹², reading is the individual activity to get information excellence and unless there are contextual constrains on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading. Besides, Nuttal¹³, states that reading is to understand, and interpret meaning sense.

¹² Christina Bratt Jaulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publisher, Inc.1976), pp. 64

¹³ Critine Nuttal, *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982), pp. 2

According to Nuttal¹⁴, states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader gets message from a text by having interaction between perception of graphic symbol that represents language and the reader's language skills, cognitive skills and the knowledge of the world.

Moreover, Mariane Celcia-Murcia states that reading is to learn unique thinking skill in which ESL/EFL learners must have ability to comprehend the material from a text by using their own thought activities which help them to analyze the text, determine the main idea and contrast or cause and effect example, following the argument in the text, choose relevant topic under discussion¹⁵.

Moreover, Grellet¹⁶, there are many ways in reading as follows

a. Skimming

Skimming is reading quickly over a text get the gist of idea

b. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

c. Extensive Reading

Extensive reading is reading longer texts usually for one's own pleasure, mainly involve global understanding.

d. Intensive Reading

¹⁴ Cristine Nuttal, pp. 4

¹⁵ Celce Mariane and Lois Murcia. *Teaching English as a Second or Foreign Language*. (Newbury: House Publisher, 1979), pp. 200

¹⁶ Grellet, Françoise. 1986. *Developing Reading Skill* (Cambridge University Press: Cambridge) pp. 4

Intensive reading is reading shorter texts to extract specific information.

This is more an accuracy activity involving reading for detail. Based on the definition above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning. It is one of ways to communicate certain message between the researcher and the reader. By the reading activities, students are required to have good interaction with the text.

The purposes for reading and types of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

Besides that, Vaughn and Thomson (2004:138)¹⁷ state that reading comprehension is the ability to understand and get meaning from written language. It involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Moreover, reading comprehension is an important skill that should be taught by teacher to achieve the purpose of the school curriculum. These are Barrett Taxonomy¹⁸:

¹⁷ Sharon Vaughn and Sylvia Linan Thomson, *Research-Based Methods of Reading Instruction Grades K-3*. (Alexandria, Virginia USA: ASCD.2004), p. 138.

¹⁸ *Barrett's Taxonomy of Reading Comprehension. Barrett's Taxonomy*. 23 April. 2011 <http://teacherpages.nhcs.net/schools/parsley/karlykolowski/Documents/ReadingComprehension/Barrett%27s%20Taxonomy%20of%20Reading%20Comprehension.pdf>, p. 68-69

- a. Literal comprehension focuses on ideas and information which are explicitly stated in the reading section; recognition and recall.
- b. Reorganization requires the student to analyze, synthesize, and / or organize ideas or information explicitly stated in reading section. The students may utilize the statements of the author verbatim, or he/she may paraphrase or translate the author statements: Classifying, outlining, summarizing, synthesizing.
- c. Inferential comprehension is demonstrated by the student when he/she uses the ideas and information explicitly stated in reading section, his or her intuition, and his or her personal experiences as a basis for conjectures and hypothesis. The student may infer: supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, predicted outcomes, and figurative language.
- d. Evaluation requires responses by the student which indicate that an evaluation judgment has been made. The student may compare ideas presented in the reading selection with external provided by teacher or with internal criteria provided the student's experiences, knowledge, or values. Evaluative thinking may be demonstrated by asking the student to make the following judgments: reality or fantasy, fact or opinion, appropriateness, and worth, desirability, and acceptability.
- e. Appreciation (Affective Domain) involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls

for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. These are: emotional response to the content, identification with the characters or incidents, reaction to the author's use of language, and imagery.

B. Teaching Reading

According to Cristinan Mary¹⁹, reading is the most important skill of all for most students of English throughout the world; it is a skill that has been much neglected in the audio-lingual tradition of language teaching. Reading was considered decoding speech written down, a skill which would naturally transfer from a command of the oral skills which were the major focus of audio-lingual programs. The spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary.

The objective of teaching reading are self-evident. We read for information and for pleasure. On the very elementary level, however, reading serves primarily: (1) To introduce basic grammar patterns and vocabulary items in context and (2) To reinforce this basic knowledge.

Reading is not easy learning activities. Many factors can affect students' success in reading. In general, these factors can be identified, such as teacher, students, environmental conditions, subject matter and techniques to learn the reason material. One of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain marked

¹⁹ Christina Bratt Paulston & Mary Newton Bruder, pp.203

dialect or slang features. The selection should have high interest value to the students and the simple ways of establishing this is by asking the students their options of the reading and then eliminating low interest selections for features curricula. The content should not contrast with the students' own cultural values.

There are two components that should be known by the teacher in teaching reading, The reading skill and reading comprehension. According to Celce and Murcia²⁰, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.

C. The Relevant Research

According to Syafi'i²¹, relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research itself. Besides, we have to analyze what the point that is focused on, inform the design, finding and concluding of the previous research:

1. A Research from Egis Fajruna El-Mubarok

In 2009, Egis Fajruna El-Mubarok conducted a research entitled "The Effect of Pre-question Toward Reading Comprehension of The Second Year Students as Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. From the research, she found that the second

²⁰ Celce Mariane and Lois Murcia, pp. 150-152

²¹ M. Syafi'i. S. *From Paragraph to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru:Lembaga Belajar Syaf Intensive/ LBSI. 2007), P. 122

hypotesis is accepted because T-table at the 5 % of level of significance refers to 2.01. while in the level of significance 1 % is 2.68. there fore, it can be analyzed that t_o is higher than T-table in either at 5 % or 1 % of level of significance. it can be read that $2.01 < 8,26 > 2,68$. It means that there is significant effect of Pre-question toward reading comprehension at the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. That means that there is difference of using collaborative strategies reading for reading comprehension achievement.

2. Research From Dewi Lismawati

In 2009, Dewi conducted a research entitled “the application of fire-up instructional strategy to improve the students reading skill at the second years of SMPN 1 Siberida. In her research, she concluded that the highest classification of experimental group in reading achievement was categorized into “very good and good” classification, in which 10 students or 27% of them got this “very good” and other 10 students or 27% got “good” classification. Conversely, while the highest classification of control group in reading achievement in categorized into poor “classification, in which 17 students or 47 % of them got this classification. She found that there was significant different of reading achievement between experimental group which was taught by using fire-up instructional strategy and control group which was taught by using conventional

teaching approach. In short, fire-up instructional strategy has high positive effect in improving the students reading achievement rather than conventional teaching approach.

D. Operational Concept

Operational concept is concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The explanation is to describe the concept used by the writer.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of using Metacognitive Strategy to improve reading comprehension at the second year Students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar regency. Therefore, in analyzing the problems in this research, there are two variables used. The first is metacognitive strategy which refers to the teacher strategy in teaching reading. The second is the students reading comprehension. Metacognitive strategy is an independent variable and students reading comprehension is a dependent variable. To know the student' ability in reading comprehension at the second year students of Madrasah Tsahawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency. The writer determines some indicators:

1. Indicators of Metacognition are According to Fogerty²² as Follows:

a. Planning

- 1) The teacher asks students to think about the text topic.
- 2) The teacher asks students to make prediction about the topic based on the title.
- 3) Read the title and author, front and back cover blurbs and captions.
- 4) Study illustrations, photos, and graphics, including labels and captions.
- 5) Skim for bold-faced words, headings and subheadings, and summaries.
- 6) The teacher asks students to make prediction about the text based on their prior knowledge.
- 7) The teacher asks students to think about the way the text might be organized, such as
 - a) Cause and effect.
 - b) Compare and contrast.
 - c) Sequence of events.
 - d) Problem and solution.
 - e) Description.

²² Fogarty. *Metacognition is a Three-Part Process*.
<http://www.benchmarkeducation.com/education-leader/reading/metacognitive-strategies.html#freat3>.

- f) A combination of the text structures.

b. Monitoring During Reading

- 1) The teacher asks students to make connections.
- 2) The teacher asks students to make predictions.
- 3) The teacher asks students to make inferences.
- 4) The teacher asks students to use context clues.
- 5) The teacher asks students to use text features.
- 6) The teacher asks students to identify text structures.
- 7) The teacher asks students to use graphic organizers to pinpoint particular types of text information.
- 8) The teacher asks students to write comment and questions on self-stick note or the margins

c. Evaluating

- 1) The teacher asks students to reflect on strategies they used to determine whether their plan worked or whether they should try something else next time.

2. The indicators of reading comprehension according to Barrett's Taxonomy²³ as follows:

- a. The students can identify the ideas or information explicitly in reading text on recognition and recall.

²³ Barrett's Taxonomy of Reading Comprehension. Barrett's Taxonomy. 23 April. 2011<http://teacherpages.nhcs.net/schools/parsley/karlysokolowski/Documents/ReadingComprehension/Barrett%27s%20Taxonomy%20of%20Reading%20Comprehension.pdf>, p. 68-69

- b. The students can analyze the ideas or information explicitly stated in reading text.
- c. The students can demonstrate the ideas and information explicitly stated in reading text.
- d. The students can make an evaluative judgment by comparing ideas presented in reading text. These are stimulated by teacher's questions.
- e. The students have emotionally and aesthetically sensitivity by appreciation. The students have well emotional and aesthetic to work and to have reaction to the worth of it psychological and artistic elements.

The scale standart competency of students is:

TABLE II. 1
The Standard Competency of Students' Reading Comprehension by Using Metacognitive Strategy

The Score of Comprehension Level	Category
90-100	Very good
80-89	Good
60-79	Enough
0-59	Fail

E. THE ASSUMPTION ANH THE HYPOTHESES

1. The Assumption

In this reseearch, the researcher assumes that (1) Students' comprehension in reading the text is various, and (2) Teaching strategy

can influence different comprehension in understanding the reading text.

2. The Hypotesis

Ho: There is no significant difference of reading comprehension between students' taught by using metecognitive strategy and those taught by using three phase technique.

Ha: There is a significant difference of reading comprehension between students taught by using metacognitive strategy and those taught by using three phase technique.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The type of the research is pre-experimental research. According to gay and Airasian¹, experimental research is 'the only type of the research that can test hypothesis to establish cause-and effect relationship'. Then, Jhon w. Cresswall² stated the experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. The design of this research is pre-experimental design, which uses pretest-posttest to control group design. In conducting this research, two classes of second year of students of Madrasah Tsanawiyah Nurul Falah Sibiruang Kabupaten Kampar Hulu were participated. One class was experimental and the other was control class. Both groups were given a pretest at the beginning, different treatment in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. According to sukardi³, the design of this research is as in the following.

TABLE III. 1
RESEARCH TYPE

Class	Pretest	Treatment	Posttest
Experiment Class	Y1	X	Y ²
Control Class	Y1	-	Y ²

¹ L. R. Gay and Petter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-hall, Inc, 2000), pp. 367

² Jhon. W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education, 2008), p. 299

³ Prof. Sukardi, ph. D. *Metodologi Penelitian Pendidikan*. (Jakarta: Bumi Aksara, 2008), p.

B. The Location and Time of the Research

The research was conducted at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Kampar Hulu District of Kampar Regency. The research was done for one months, started on 27 October 2011 until 28 November 2011.

C. The Subject and Object of the Research

Subject of the reseach was the second year of Madrasah Tsanawiyah Nurul Falah Sibiruang Kampar Hulu District of Kampar Regency. The object of the resesarch is The Effect of Using Metacognitive strategy to Improve Reading Comprehension.

D. The Population and Sample of the Research

1. The population

The population of this research was the second year of Madrasah Tsanawiyah Nurul Fala Sibiruang of Kampar Hulu Regency in 2010-2011 academic years, consisted of three classes. Therefore, the population was obtained through cluster; there are three classes VIII/A 30 students, class of VIII/B 30 students, studentsVIII/C 30 students. The population of this research is 90 students. It can be seen in the table below:

TABLE III. 2

Distribution of Research Population

CLASS	NUMBER OF STUDENTS
VIII A	30 Students
VIII B	30 Students
VIII C	30 Students

TOTAL	90 Students
--------------	--------------------

2. The sample

Based on the design of the research, the reseacher took only two classes as the sample of this research. The reseacher use alottry for taking the sample. The class was VIII/A and VIII/B. Class VIII/B was experimental class and VIII/A was control class.

E. The Research Procedures

Metacognitive is a strategy to improve student reading comprehensions which help teacher to achieve the goals of teaching the procedures of this research were decided into two phrases:

1. Procedures of Collecting Data for Experimental Group

a. Pre-test.

The pretest was carried out to determine the improving of students selected as the sample. Items used for pre-test consist 30 items.

The test consisted of the passages with five questions for each.

b. Treatment

The teatment was conducted for experimental group only. The teatment was using metacognitive strategy to teaching reading comprehension. The legth of time to apply to approach was abou eight meetings.

c. Post-test

After nine meetings (including pre-test), the post test was administrated. Result of the post-test for experimental group was analyzed and uses as final data for this research.

2. Procedures of Collecting Data for Control Group

1) Pre-test.

Goal, items, procedures of the test for control group were the same as those conducted for experimental group.

2) Conventional strategy

In this case, the teaching of reading for control group by using conventional strategy or classical method. The strategy use in classroom was characterized as follows:

3) Post-test

Post-test for both control group and experimental group was administrated after giving treatment. The result of post-test for both control groups were analyzed and used as final data after this research.

F. The Technique of Data Collecting

In order to get some data that were needed to support this research, the writer applied the strategy use the observation and test.

1. Observation

The observation was intended to observe directly the effect of using metacognitive strategy to improve reading comprehension at the second year

students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency. The observer of the observation was the English teacher while the writer implemented the strategy in the classroom. The observation was given to the students in experimental group. The indicators of the observation can be seen as follows:

a. Planning

- 1) The teacher asks students to think about the text's topic.
- 2) The teacher asks students to make prediction about the topic based on the title.
- 3) The teacher asks students to read the title and author, front and back cover blurbs and captions.
- 4) The teacher asks students to study illustrations, photos, and graphics, including labels and captions.
- 5) The teacher asks students to skim for bold-faced words, headings and subheadings, and summaries.
- 6) The teacher asks students to make prediction about the text based on their prior knowledge.
- 7) The teacher asks students to think about the way the text might be organized, such as
 - a) Cause and effect
 - b) Compare and contrast
 - c) Sequence of events

- d) Problem and solution
- e) Description
- f) A combination of the text structures

b. Monitoring During Reading

- 1) The teacher asks students to make connections.
- 2) The teacher asks students to make predictions.
- 3) The teacher asks students to make inferences.
- 4) The teacher asks students to use context clues.
- 5) The teacher asks students to use text features.
- 6) The teacher asks students to identify text structures
- 7) The teacher asks students to use graphic organizers to pinpoint particular types of text information.
- 8) The teacher asks students to write comment and questions on self-stick note or the margins.

c. Evaluating

- 1) The teacher asks students to reflect on strategies they used to determine whether their plan worked or whether they should try something else next time.

2. Test

The test was used to find out the students comprehension in reading descriptive text. The data of this research were the score of the students' reading comprehension obtained from reading text. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment

inorder to obtain students reading comprehension at the second year Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency. The test of pretest and post test was used same instrument. The instrument was multiple choices; there were four choices A, B, C and D the answers which was adapted from text. The form of the text is descriptive text.

Example:

RAFFLESIA ARNOLDI

Refflesia Arnoldi is the biggest flower in the world. The most peculiar thing from it is not only its giant size but also its historical discovery. Do you know where was it discovered? Who did it?

Rafflesia Arnoldi has a very big size that is also called the giant flower. It was original discovered in Sumatra by Beccary, an Italia botanist in 1982. The name Rafflesia was derived from A British governor general, sir Stanford Raffles. He was one who governed and pioneered to build the Bogor Botanical Garden. It is also the place where know people can see the unique flower which is able to grow in the new-removed habitat. Therefore, we do not need to Sumatra only to see it.

1. Who discovered that giant flower?

- | | |
|---------------------|----------------------|
| a. Stanford Raffles | c. Beccary |
| b. British governor | d. Rafflesia Arnoldi |

The key word (A)

G. The Reliability and of the Validity of the Test

According to H. Doghlas Brown⁴, that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00 heaton (1995:16) states that, the reliability of the test is considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high⁵

To know the reliability of the test, we should know: (a) the mean score, (b)the standard deviation of the test, and (c)Cronbach's Alpha. The researcher used the SPSS 16.0 for windows-statistical software.

⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

⁵ J. B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

THE TABLE III.3
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.639	.670	2

The table III.4
Item Statistics

	Mean	Std. Deviation	N
T1	60.3333	8.91853	30
T2	70.0333	6.09965	30

H. The Technique of Data Analysis

In order to find out the whether there is significant effect of using metacognitive strategy to improve reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental class and control class. The different mean was analyzed by using T-test formula.

To analyzis the collected data, the writer establishes some categories to clasify the result of the test as main instrument of this reaserc, According to Hartono⁶; the score range is as follows:

Formula:

$$to = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where: *to* : The value of t-obtained

Mx : Mean score of experiment class

⁶ Hartono. *Statistik untuk Pendidikan*. (Jogjakarta: Pustaka Pelajar, 2008), pp. 178

\bar{M}_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N : Number of students

The t-test was obtained by considering the degree of freedom (df) = $(N_1 + N_2) - 2$. Statistically the hypotheses are:

H_0 : $t_o < t_{table}$

H_a : $t_o > t_{table}$

H_0 is accepted if $t_o < t_{table}$ or there is no significant research of using metacognitive strategy to improve reading comprehension.

H_a if accepted if $t_o > t_{table}$ or there is significant effect of using metacognitive strategy to improve reading comprehension.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of Research Procedure

The purposes of the research are to obtain the students' reading comprehensions taught by using Metacognitive strategy and students' reading comprehension taught by using conventional strategy, and to know the significant effect of students' reading comprehension taught by using Metacognitive strategy. The data were obtained from students' post-test scores of experimental and control class. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0.670. It means that the test is very high reliable. The writer gave pre test and post test to VIII A and VIII B. The writer asked the students to answer some questions based on the text given; the text was a descriptive text. Based on result of pre-test, it was found that VIII B as experimental class and VIII A as control class. Then, the writer gave treatments to experimental class for eight meetings. The reading text was taught by the teacher for one week with duration of time 40 minutes for each meeting about two meeting on one day in two days in a week in accordance with school based Curriculum. It means that they have to learn English 160 minutes in a week. The duration of time for each meeting is 80 minutes on one day, on Friday and Tuesday.

The following were the experiences of the researcher by the time the observation was going on. On Tuesday, October 27, 2011 was the first observation done at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency. I got good cooperation with English teacher especially at science major, Mrs. Metta Fitria Eliza, S.Pd. I did introduction to the English teachers.

On Friday, October 28, 2011 was the second meeting; I did observation in experimental classroom research. At 07:30 o'clock, the English teacher pleased me to come in the classroom and the class was ready to began, students gave greeting and prayed. I saw students very enthusiastic to begin studying English teacher gave introduction to the students that there was new come from UIN Suska Riau, and pleased me to introduce my self. I introduced my self, and had dialogue with the students. After that I explained to the teacher and students about my title and research design after that I started my experiment until at 08:50 so I finished my class for that day.

On Tuesday, November 3, 2011 was the third observation done in experimental class from 08:00 to 09:20, I explained about Metacognitive strategy that would be taught to the students, and the true teacher was as a class controller only. The students showed their ability enthusiastically.

On Friday, November 4, 2011 was the fourth observation done in experimental class from 07:30 to 08:50 I taught and explained reading text by using metacognitive strategy to the students and the true teacher was as a class controller only. They looked enjoyed learning by using metacognitive strategy.

On Tuesday, November 10, 2011 was the fifth observation done in experimental class. Like usual from 08:00 to 09:20 the true teacher always controlled me from out of the classroom and some time sat in front of class so Students followed the class enjoyably but they still focused on learning process.

On Friday, November 11, 2011 was the sixth observation done in experimental class from 07:30 to 08:50 I taught and explained reading text by using metacognitive strategy to the students, and the true teacher was as a class controller only. Students were involved in teaching learning and more active than before.

On Tuesday, November 17, 2011 was the seventh observation done in experimental class from 08:00 to 09:20 I taught and explained reading text by using metacognitive strategy to the students, and the true teacher was as a class controller only. Students were involved in teaching learning and more active than before.

On Friday, November 18, 2011 was the eighth observation done in experimental class from 07:30 to 08:50 I taught and explained reading text by using metacognitive strategy to the students, and the true teacher was as a class controller only. Students were involved in teaching learning and more active than before that made me antusiastic to teach them.

On Tuesday, November 24, 2011 was the nineth observation done in experimental class from 08:00 to 09:20 I taught and explained reading text by using metacognitive strategy to the students, and the true teacher was as a class

controller only. Students were involved in teaching learning and more active than before.

On Friday, November 25, 2011 was the tenth observation done in experimental class from 07:30 to 08:50. it was posttest time for my research. to the students, and the true teacher as a class controller only. After I saw the students were active and had good preparation I gave the students test.

After giving treatments to experimental class, the writer used the same format of questions and the text of descriptive to test students' reading comprehension for the post-test of experimental class. While for control class, which were taught without using metacognitive strategy, the writer used the same format of questions and the text of descriptive for their post-test also. The result of reading test was evaluated by concerning on five components, such as:

1. The students can identify the ideas or information explicitly in reading text,
2. The students can analyze the ideas or information explicitly stated in reading text.
3. The students can demonstrate the ideas and information explicitly stated in reading text.
4. The students can make an evaluative judgment by comparing ideas presented in reading text. These are stimulated by teacher's questions.
5. The students have emotionally and aesthetically sensitivity by appreciation. The students have well emotional and aesthetic to work

and to have reaction to the worth of it psychological and artistic elements.

The totals of pre-test and post-test in both classes were significantly different. The total score of the experimental class was 17.46 while the highest score was 87 and the lowest was 37 The total score of control group was 13.63 while the highest was 77 and the lowest was 40. To support the data, the writer used classroom observation. It just had been used in experimental group. Based on data analysis, the result of observation for answer “yes” was 100% and for answer “No” was 0%.

B. The Data Presentation

1. The Data of the Classroom Observation

The data of this research were gotten from the score of students’ pre-test and post-test. All of data were collected through the following procedures:

1. In both class (experimental class and control class group), students were asked to answer the questions on the descriptive given.
2. The format of the test was multiple choices.
3. The writer together with the observer gave a score of the students’ reading comprehension that was collected from the score from pre-test and post-test.

To obtain the data about the effect of using metacognitive strategy to improve students reading comprehension, the writer acquired to show list of observation. The lists of observation were checked by the English teacher of third

year at second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto
Kampar Hulu District of Kampar Regency.

Table IV.1
Observation sheet of Using Metacognitive Strategy in the Classroom

No	Indicators of using Metacognitive Strategy	Alternative Answers	
		Yes	No
1	The teacher asks students to think about the text topic.	8	0
2	The teacher asks students to make prediction about the topic based on the title	8	0
3	The teacher asks students to read the title and author, front and black cover blurbs and captions.	8	0
4	The teacher asks students to study illustrations, photos, and graphics, including labels and captions.	8	0
5	The teacher asks students to skim for bold-faced words, headings and subheadings and summaries	8	0
6	The teacher asks students to make prediction about the text based on their prior knowledge.	8	0
7	The teacher asks students to think about the way the text might be organized, such as 1. Cause and effect 4. Problem and solution 2. Compare and contrast 5. Description 3. Sequence of events 6. A combination of the text structures	8	0
8	The teacher asks students to make connections one by one sentence	8	0
9	The teacher asks students to make predictions about the text.	8	0
10	The teacher asks students to make inferences about the text.	8	0

11	The teacher asks students to use context clues of the text	8	0
12	The teacher asks students to use text features.	8	0
13	The teacher asks students to identify text structures of the text.	8	0
14	The teacher asks students to use graphic organizers to pinpoint particular types of text information.	8	0
15	The teacher asks students to write comment and questions on self-stick note or the margins	8	0
16	The teacher asks students to reflect on strategies they used to determine whether their plan worked or whether they should try something else next time when good readers finish reading.	8	0
Total		128%	0%
Percentage		100%	0%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P: Percentage

F: Frequency of the score

N: Number of Case¹

$$P = \frac{128}{128} \times 100\% \\ = 100 \%$$

$$P = \frac{0}{0} \times 100\% \\ = 0\%$$

Based on the data, the category of the observation can be seen below:²

- a. 80-100 = Very good
- b. 70-79 = Good
- c. 60-69 = Enough

¹ Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta: PT. Rajagrafindo Persada, 2007), p. 43

² Suharsimi Arikunto. *Dasar-dasar evaluasi pendidikan*. (Jakarta: Bumi Aksara, 2009)p.245

d. 50-59 = Less

e. 0-49 = Bad

The table IV.1 shows the result of observation of using Metacognitive strategy in experimental group. The result of observation for answer “yes” is 100% categorized into very good level and for answer “No” is 0% categorized into bad level.

2. The Data on the study Reading Comprehension

The data of students’ reading comprehension taught by using Metacognitive strategy were gotten from pre-test and post-test of VIII B as an experimental class taken from the sample of this class (30 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

Table IV.2

The Students’ Pre-Test and Post-Test of Experimental and Control Class

No	Student	Experiment Class			Student	Control Class		
		Pre-Test	Posttest	Deviation		Pre-Test	PostTest	Deviation
1	Student 1	60	77	17	Student 1	40	67	27
2	Student 2	50	73	23	Student 2	50	70	20
3	Student 3	50	80	30	Student 3	50	63	13
4	Student 4	53	73	20	Student 4	53	67	14
5	Student 5	47	60	13	Student 5	50	77	27
6	Student 6	57	60	3	Student 6	57	67	10
7	Student 7	67	67	0	Student 7	40	60	20
8	Student 8	57	80	23	Student 8	50	57	7
9	Student 9	57	73	16	Student 9	50	70	20
10	Student 10	67	63	-4	Student 10	53	57	4
11	Student 11	57	80	23	Student 11	63	63	0
12	Student 12	57	73	16	Student 12	40	50	10

13	Student 13	40	87	47	Student 13	53	67	4
14	Student 14	43	70	27	Student 14	63	70	7
15	Student 15	43	50	7	Student 15	43	60	17
16	Student 16	50	50	0	Student 16	50	50	0
17	Student 17	50	57	7	Student 17	47	57	10
18	Student 18	47	80	33	Student 18	50	60	10
19	Student 19	57	67	10	Student 19	47	70	23
20	Student 20	53	80	27	Student 20	40	63	23
21	Student 21	47	77	30	Student 21	60	60	0
22	Student 22	37	73	36	Student 22	40	57	17
23	Student 23	57	70	13	Student 23	43	77	34
24	Student 24	43	67	24	Student 24	47	50	3
25	Student 25	53	77	20	Student 25	47	67	20
26	Student 26	53	70	-3	Student 26	50	53	3
27	Student 27	57	60	3	Student 27	63	70	7
28	Student 28	57	73	16	Student 28	40	63	23
29	Student 29	53	70	17	Student 29	47	70	23
30	Student 30	43	73	30	Student 30	60	73	13
Jumlah		1562	2110	524	Jumlah	1486	1905	409
Mean		52.06	70.33	17.46	Mean	49.53	63.50	13.63

The data were obtained through the score of post-test of experimental and control group. The result from the experimental and control group can be seen in the following table:

Table IV.3

The Statistict of Experimental and Control Group

		Experimental group	Control group
N	Valid	30	30
	Missing	0	0
Mean		70.33	63.50
Median		73.00	63.00
Mode		73	70
Std. Deviation		8.98	7.53

The table 3 shows that experimental group with mean (70.33), median (73.00), modus (73), and standar deviation (8.98), control group shows means (63.50), median (63.00), modus (70), and standar deviation (7.53).

a. The Data of Experimental Group

There were 30 items of reading comprehension test givent to the 30 respondents in the research, from this test was obtained that the lower score is 37 and the higher score is 87 by finding out the mean is 70.33, median is 70.33, modus is 73, and standar deviation is 8.98. This data were obtained from the research by using the softwere SPSS 16. The data description of reading comprehension test in experimental group.

TABLE IV.4

The Distribution of Frequency of Students' Pre-Test Score of Experiment Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.0	1	3.3	3.3	3.3
	40.0	1	3.3	3.3	6.7
	43.0	4	13.3	13.3	20.0
	47.0	3	10.0	10.0	30.0
	50.0	4	13.3	13.3	43.3
	53.0	5	16.7	16.7	60.0

	57.0	9	30.0	30.0	90.0
	60.0	1	3.3	3.3	93.3
	67.0	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From above table, it shows that from 30 respondents in interval 37, the frequency is 1 student (3.3%), 40, the frequency is 1 student (3.3%), 43, the frequency is 4 student (13.3%), 47, the frequency is 3 student (10%), 50, the frequency is 4 student (13.3%), 53, the frequency is 5 student (16.7%), 57, the frequency is 9 student (30%), 60, the frequency is 1 student (3.3%), 67, the frequency is 2 student (6.7%).

TABLE IV.5

The Distribution of Frequency of Students' Post-Test Score of Experiment

Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.0	2	6.7	6.7	6.7
	57.0	1	3.3	3.3	10.0
	60.0	3	10.0	10.0	20.0
	63.0	1	3.3	3.3	23.3
	67.0	3	10.0	10.0	33.3
	70.0	4	13.3	13.3	46.7
	73.0	7	23.3	23.3	70.0
	77.0	3	10.0	10.0	80.0
	80.0	5	16.7	16.7	96.7
	87.0	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From above table, it shows that from 30 respondents in interval 50, the frequency is 2 student (36.7%), 57, the frequency is 1 student (3.3%), 60, the frequency is 3 student (10%), 63, the frequency is 1 student (3.3%), 67, the frequency is 3 student (10%), 70, the frequency is 4 student (13.3%), 73, the frequency is 7 student (23.3%), 77, the frequency is 3 student (10%), 80, the frequency is 5 student (16.7%), 87, the frequency is 1 student (3.3%).

b. The Data of Control Group

There were 30 items of reading comprehension test givent to the 30 respondents in the research, from this test was obtained that the lower score is 40 and the higher score is 77 by finding out the mean is 63.50), median (63.00), modus (70), and standar deviation (7.53). This data were obtained from the

research by using the software SPSS 16. The data description of reading comprehension test in control group.

TABLE IV.6

The Distribution of Frequency of Students' Pre-Test Score of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.0	6	20.0	20.0	20.0
	43.0	2	6.7	6.7	26.7
	47.0	5	16.7	16.7	43.3
	50.0	8	26.7	26.7	70.0
	53.0	3	10.0	10.0	80.0
	57.0	1	3.3	3.3	83.3
	60.0	2	6.7	6.7	90.0
	63.0	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From above table, it shows that from 30 respondents in interval 40, the frequency is 6 students (20%), 43, the frequency is 2 students (6.7%), 47, the frequency is 5 students (16.7%), 50, the frequency is 8 student (26.7%), 53, the frequency is 3 student (10%), 57, the frequency is 1 student (3.3%), 60, the frequency is 2 student (6.7%), 63, the frequency is 3 student (10%).

TABLE IV.7

The Distribution of Frequency of Students' Pre-Test Score of Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.0	3	10.0	10.0	10.0
	53.0	1	3.3	3.3	13.3
	57.0	4	13.3	13.3	26.7
	60.0	4	13.3	13.3	40.0
	63.0	4	13.3	13.3	53.3
	67.0	5	16.7	16.7	70.0
	70.0	6	20.0	20.0	90.0
	73.0	1	3.3	3.3	93.3
	77.0	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From above table, it shows that from 30 respondents in interval 50, the frequency is 3 students (10.0%), 53, the frequency is 1 students (3.3%), 57, the frequency is 4 students (13.3%), 60, the frequency is 4 student (13.3%), 63, the frequency is 4 student (13.3%), 67, the frequency is 5 student (16.7%), 70, the frequency is 6 student (20.0%), 73, the frequency is 1 student (3.3%), 77, the frequency is 2 student (6.7%).

C. The Data Analysis

The data of statistical result were divided into two parts. The data were obtained through pre-test. To analyze the data in chapter VI, the writer used the following statistical formula to get the mean score (M) and the standard deviation

(SD). The result of the mean score of each class was found by using following formula:

$$M = \frac{\sum X}{N} \text{ for experimental group}$$

$$M = \frac{\sum Y}{N} \text{ for control group}$$

While the formula of standard deviation as follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \text{ for experimental group}$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} \text{ for control group}$$

The analysis of data of the students for experimental group and control group is explained in the following table:

TABLE IV. 8

**The Classification of Experimental Group at the Second Year Students of
Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of
Kampar Regency**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	6	20%
2	Good	70-79	14	47%
3	Enough	60-69	7	23%
4	Less	50-59	3	10 %
5	Bad	0-49	-	-
	total	-	30	100%

Based on the table above, classification of experimental group at the second year students of madrasah tsanawiyah nurul falah sibiruang koto kampar hulu of kampar regency the output from 30 students shows that the category number 1, there is 6 frequency (20%), the category number 2, there is 14 frequency (43%), the category number 3, there is 7 frequency (23%), the category number 4, there is 3 frequency (10%), the category number 5, there is 0 frequency (0%).

TABLE IV. 9

**The Classification of Control Group at the Second Year Students of
Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of
Kampar Regency**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	-	0%
2	Good	70-79	9	30%
3	Enough	60-69	13	43%
4	Less	50-59	8	27%
5	Bad	0-49	-	0%
	total	-	30	100 %

Based on the table above, classification of experimental group at the second year students of madrasah tsanawiyah nurul falah sibiruang koto kampar hulu of kampar regency the output from 30 students show that the category number 1, there is 0 frequency (0%), the category number 2, there is 9 frequency (30%), the category number 3, there is 13 frequency (43%), the category number 4, there is 8 frequency (27%), the category number 5, there is 0 frequency (0%).

TABLE IV.10

**The Mean and Standard Deviation of Pre-Test and post-Test of Experimental
Group**

	Experimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
M	52.06	70.33	49.53	63.50

SD	7.258	8.984	3.238	7.532
	86.95%		28.20%	

1) **Experimental Group**

$$X = \frac{70.33 - 52.06}{52.06}$$

$$= \frac{45.27}{52.06} \times 100\%$$

$$= 86.95\%$$

2) **Control Group**

$$Y = \frac{63.50 - 49.53}{49.53}$$

$$= \frac{13.97}{49.53} \times 100\%$$

$$= 28.20\%$$

From the table above, it can be seen that there is no difference between the mean score, the standard deviation and the percentage between experimental group and control group. Where, the percentage from pre-test to post-test of control group is increasing 20.20%.

TABLE IV.11

The Group Statistics

	N	MEAN	STD. DEVIATION	STD. ERROR
EXPERIMENTAL GROUP	30	70.33	8.984	2.271
CONTROL GROUP	30	63.50	7.532	1.682

Based on the above table, it can be seen that the total students from each group was 30, the mean of experimental group was 70.33, and mean of control

group was 63.50. Standard deviation from control group was 8.984, while standard deviation from control group was 7.532. Standard error mean from experimental group was 2.271, and control group was 1.682.

The data were obtained through the score of post-test of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

TABLE IV.12

The Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	1.740	.192	1.356	58	.180	3.83333	2.82648	-1.82449	9.49115
	Equal variances not assumed			1.356	53.464	.181	3.83333	2.82648	-1.83472	9.50139

Based on the output SPSS above, independent sample T-Test shows levene's Test to know the some variance.³

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability>0.005, Ho is accepted

³ Hartono. SPSS 16.0 *analisis data statistik dan penelitian*. (Pekanbaru: Pustaka Pelajar). P.159

If Probability < 0.005, H_a is rejected

From the table above, it can be seen that t_o is 1.356 and df is 58. The t_o obtained is compared to t table either at 5% or 1%. At level of 5%, t table is 2.00 and at level of 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher than t table either at level of 5 % or 1%. In other words, we can read $2.00 > 1.356 > 2.65$. So, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is no significant effect of using Metacognitive strategy to improve students' reading comprehension at the second year of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There are three conclusions of this research based on the objectives of the research:

1. The first is to find out the students' reading comprehension taught by using Metacognitive strategy at Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
2. The second is to find out the students' reading comprehension taught by using conventional strategy at Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.
3. The last question is to investigate significant different the between students' reading comprehension taught by using Metacognitive strategy and the students' reading comprehension taught by using conventional strategy. It mean that there is no significant of using metacognitive strategy to improve student reading comprehension at the second year students of Madrasah Tsanawiyah Nurul Falah Sibiruang Koto Kampar Hulu District of Kampar Regency.

B. Suggestion

Considering the effectiveness of using Metacognitive strategy to Improve students' reading comprehension, the writer would like to give some suggestions as follows:

1. Suggestions for the Teacher:

- a) It is recommended to the teachers not to use Metacognitive strategy in teaching and learning process. Because this strategy is not effective for reading comprehension text.
- b) It is hoped that the teacher teaches reading class from the easiest to choose good strategy than be implemented based on the situation in the class.
- c) The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestions for the Students:

- a) The students should try to understand more about the strategy used by the teacher especially in reading text.
- b) The students should pay more attention to the lesson that has been explained by the teacher.
- c) The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic as this study.

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